



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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**MONTANA GENERAL SUPERVISION ENHANCEMENT GRANT (GSEG)
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**Eligibility Guidelines to Identify Students for the
January/February 2010 Pilot of the Criterion Referenced Test
Based on Modified Achievement Standards (CRT-M)**

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Montana Office of Public Instruction

Judy Snow, State Assessment Director

jsnow@mt.gov

(406-444-3656)

Measured Progress

Sue Bechard, GSEG Project Director

bechard.sue@measuredprogress.org

(603-767-6898)

*Prepared by the Montana Office of Public Instruction and Measured Progress for use in the
January/February 2010 CRT-M Pilot Test*

Description of the Montana CRT-M Pilot Test

These guidelines are intended to assist schools in deciding which students with disabilities are eligible to participate in the Pilot Test of the CRT-M, which will be administered in January-February, 2010. Research on the CRT-M is underway to determine how to improve state tests, in particular to identify aspects of tests that can be adapted for students with IEPs who are eligible for a Criterion Referenced Assessment based on Modified Academic Achievement Standards (CRT-M, the “2% option”). The project is funded by the United States Department of Education through a General Supervision Enhancement Grant (GSEG) to the State of Montana. A goal of the project is to better understand how to enhance the MontCAS CRT for 7th and 8th grades reading and mathematics and to use this information to develop a model for a statewide CRT-M. A pilot test is the culminating activity of the three year project. Based on the results, the OPI will decide if it is feasible to implement this approach statewide.

The CRT-M is a comprehensive computer-based assessment, covering the same range of objectives in Reading at grade 7 and in Mathematics at grades 7 and 8 as the general CRT. This interactive test provides support (scaffolding), where needed, for students to respond.

- There will be 50 items in each test of Mathematics.
- There will be 6 passages with 42 items in the Reading test.
- There will be three test sessions for each test containing 10-17 items per session.
- All items are multiple choice.

Test administrators will monitor test sessions, and they and the students will be asked to complete a short survey after taking the test.

Student Selection and Registration Process

Schools will register students for the Pilot Test, selecting those with IEPs who meet criteria. We anticipate that approximately 20-40% of students with IEPs may be eligible. All students on the school list who are in general education are asked to participate. Student registration will occur October to November, 2009. Schools will notify parents with an information letter provided by the OPI, explaining that participation is voluntary. Parent signed consent is not required, however any requests to remove students from the study will be honored.

The selection process for students with disabilities will not require a full IEP team meeting, but we recommend that the special education and general education teachers responsible for the student in reading and mathematics (grade 7) and mathematics (grade 8) make the determination.

The CRT-M Pilot Test will not be used for accountability purposes. Students taking the CRT-M will take the CRT, as usual.

Eligibility Guidelines

Deciding If the Student with Disabilities Will Participate in the CRT-M Pilot Test

The decisions as to whether students with disabilities will participate in the CRT-M are dependent on a determination of the impact of their disabilities on their performance in academic content. These descriptions are provided to assist schools in identifying students who may be considered eligible for modified achievement standards.

The decision to determine a student's eligibility to participate in the CRT-M Pilot Test **may not** be based on:

- Excessive or extended absence;
- Disability category;
- Social, cultural or economic difference;
- The amount of time receiving special education services; and
- Academic achievement that is significantly lower than his or her same age peers because the student has not had the opportunity to learn grade level content.

The decision to determine a student's eligibility to participate in the CRT-M Pilot Test **should** be based on the following three-step process:

Step 1: Review student's eligibility for the CRT-Alternate (*this decision is likely already determined for the Spring 2010 CRT*). Eligibility guidelines are online: <http://www.opi.mt.gov/PUB/PDF/Assessment/CRT/TA/09CRTAltGuidance.pdf>



- If the student is considered have a significant cognitive disability and is eligible to take the CRT-Alternate, then he/she is not eligible for the CRT-M Pilot Test.
- If the student is not eligible for the CRT-Alt, then he/she may be considered for the CRT-M Pilot Test. Complete Steps 2 and 3 below.

Step 2: Complete the CRT-M Student Characteristic Checklist, Sections A, B, and C.

Consider student's characteristics separately for Reading and Math.
Check all statements that are true of the student.

CRT-M Student Characteristic Checklist

A. Learning Characteristics

Cognitive abilities and communication skills

The student has difficulty with:

Reading Math

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. abstract, inferential, or symbolic thinking. Student is a concrete learner. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. self-monitoring and self-evaluation. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. short-term memory, which interferes with retention, sequencing, and understanding or carrying out directions. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. transferring what is learned from one situation to another. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. maintaining attention to the extent that it interferes with learning new material. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. grade level vocabulary, especially words with multiple meanings and technical terms. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. receptive and/or expressive language skills. |

B. Instructional Supports

Adjustments needed for the student to participate in the general curriculum (e.g., accommodations/ modifications, instructional supports)

The student requires:

Reading Math

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 8. instruction in individualized or small group settings with clear expectations for performance. |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. differentiated/modified content and expectations for instruction and classroom assessment, such as adjustment of text and vocabulary to student's instructional level, shortened assignments, or fewer details in writing assignments. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. information organized in smaller "chunks" with less dense text, directions given step-by-step, and guidance to sort out irrelevant or less important information. |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. concrete learning aids, such as demonstrations, visuals, graphic organizers, manipulatives, calculators, or fact sheets. |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. instruction in pre-requisite skills, pre-teaching and re-teaching of academic concepts, and extra practice on essential skills. |

C. Academic Achievement

Classroom performance and pattern of progress on tests

The student demonstrates:

Reading Math

- ☐ ☐ 13. difficulty keeping up with grade level work, even with appropriate and individualized instruction and sufficient opportunities to learn grade level content.
- ☐ ☐ 14. insufficient progress due to significant deficits caused by his/her disability in the content area(s). Even though progress is consistent, the student is not progressing at the rate expected for grade level.
- ☐ ☐ 15. difficulty showing what he/she actually knows and can do on state assessments.
- ☐ ☐ 16. persistent low achievement over time (2-3 years) on summative tests.

Total Checked Boxes for **Sections A, B & C** (Possible Score 0-16)

☐

Reading

☐

Mathematics

Step 3: Determine if the student is eligible for the CRT-M Pilot Test

- Check those statements that are true of the student:

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1. The student demonstrates at least 12 (75%) of the characteristics in Reading and/or Mathematics in step 2 on the CRT-M Student Characteristics Checklist.

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2. The student has an active IEP and receives services under the Individuals with Disabilities Education Act (IDEA).

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3. The student's learning objectives and expected outcomes focus on instruction and achievement in grade level academic content, as illustrated in the student's IEP's annual goals and short-term objectives.

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Total Checked Boxes for Step 3



- If the number of checked boxes equals 3, then the student is eligible to take the CRT-M Pilot Test
- If the number of checked boxes is less than 3, then the student is not eligible to take the CRT-M Pilot Test.